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ABSTRACT

This paper describes the systematic approach utilized in the development of a survey instrument for use in a community assessment survey. The purpose behind the development of the survey instrument was to enable the Office of Research and Development at Central Florida Community College (CFCC) to determine by means of telephone interviews the perceptions of the community regarding the college, its operation, and its offerings. The survey instrument was also designed to assess the educational interests of the community. Procedures used to develop the survey instrument included a review of the literature to identify concepts essential to good questionnaire design, identification of specific questions and procedures for questionnaire construction used in other community surveys, input from local campus personnel, evaluation by an advisory committee, pilot-testing of the preliminary questionnaire and a retest to ascertain reliability of the instrument. As a result of the development process, a final questionnaire for use in a telephone survey was constructed. The final questionnaire, instructions for its use, tabulated data from the pilot test, and a bibliography are appended. (JDS)

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THE DEVELOPMENT OF A QUESTIONNAIRE FOR A COMMUNITY ASSESSMENT SURVEY

By

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Central Florida Community College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
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INTRODUCTION

Central Florida Community College (CFCC) is one of twenty-eight public community colleges in the Florida state system. It has as its legislative charge service to the citizens of Citrus, Levy, and Marion counties.

In order for any community college to fulfill its charge to the community, it is essential for college administrators to know and understand what the needs of the community are, what kind of an image the college has in the community, and what specific services the community would like the college to provide in the future.

In an attempting to assess community needs, attitudes, and perceptions, a well-constructed survey instrument must be devised. Consideration of the survey method also plays an integral part in the development of a questionnaire.

CFCC officials have already made the committment to conduct a community assessment survey, using the telephone interview method, in the fall of 1977 under the direction of the Office of Research and Development. On March 21 the college submitted an application for federal funding under Title IV, Comprehensive Employment Training Act (CETA). Thus, the present problem addressed by this study was to design a questionnaire that would assist the college in conducting a survey and subsequently fulfill its charge to the community.

The purpose of this study was to conduct an investigation that would result in the development of a questionnaire which CFCC could use in conducting a community assessment survey

throughout its service district. The product resulting from this study was a final 'ready to use' questionnaire as the study included provisions for pilot-testing the instrument and establishing validity and reliability.

To achieve the objectives of the study herein, a review of the literature was conducted to identify the concepts necessary for good questionnaire design and to identify specific questions which other colleges had used in their community assessment surveys.

The objectives of the community assessment survey were determined by the Office of Research and Development at CFCC. Input for questions was informally received from a small number of faculty and students, with the bulk of the responsibility for determining appropriate questions and questionnaire validity resting with an advisory committee. The questionnaire was pilot-tested using the same interview procedures and methods which would be used in conducting the final survey. Reliability was established by re-interviewing a sample of those originally interviewed.

The Background and Significance section of this study identifies questionnaire concepts for good construction; the Results section outlines the questions used in the pilot-test and briefly summarizes the results of the pilot-test; and the final questionnaire is included in the Recommendations section of this study.

BACKGROUND AND SIGNIFICANCE

The main purpose for the existence of any community college is to meet community needs. To accomplish this objective, an institution must continually seek input from the community within its immediate environs and must employ the policies and procedures which will implement the 'feedback' received from the general public.

According to Carithers, institutions should survey their communities frequently for the following reasons:

> First is the trend to long-term planning and the development of the technology and systems approach that makes long-term planning possible. Keeping a finger on the pulse of consituent populations is a necessity for making changes that are politically or socially acceptable and for campaigns involving financial support.
>
> Second is the change in the social structure and the informal communications system of that social structure in the cities, towns, suburbs, and rural areas in which we work.
>
> Third is the emotional climate of our time. We call its various manifestations "student unrest", "teacher militancy", "voter resistance", "parent concern." This emotional climate may very well be created or affected by the attrition of the informal communications system and its function in resolving conflicts before they reach dangerous intensity. (Carithers, 1973, p. 7)

Today's literature is filled with a multitude of references citing the value of community assessment surveys. For example, the Florida Commission's Report on Educational Outreach and Service, Access to Knowledge, recommends that Florida develop a life-long learning policy (Access to Know-

ledge, p. 135-167). Input for developing this could be provided by a community survey. Yarrington speaks of community colleges becoming "community-based, performance oriented" (Community and Junior College Journal, 1975, p. 9). A community survey would be quite useful in accomplishing this goal. The Withlacoochee Regional Planning Council continues to forecast significant increases in Florida's population in years ahead, another reason to keep in close touch with the community and its thinking (Regional Population and Economy Report, 1976, p. 42). Finally, Kerr believes that the best way an institution can get ready for the future is to identify institutional purposes and goals, and to develop realistic plans for achieving them (Kerr, 1975 p. 8). Input from the community needs to be considered in establishing or revising the goals of any community college. As a result of these facts and because, during the eighteen year history of CFCC, the college has never conducted a community survey of this type, a survey has been authorized for the fall of 1977. The Director of Research and Development at the college also approved the following seven objectives: to learn...

1. what information the community already knows about the college.
2. how people learn about the college, its offerings, and its programs.
3. what types of contact the community has had with the college in the past,
4. what impact the college has had on the community.
5. how successful the community thinks the college has been in meeting community needs.
6. what the major obstacles are which have prevented the community from taking advantage of the college's services in the past.

7. what services the college should emphasize and provide in the future.

These objectives will provide a framework for conducting a community assessment survey.

In preparation for the fall of 1977, the Office of Research and Development at CFCC approved a study, which was recently completed, that presented a plan for designing and implementing a community assessment survey. As a result of this previous study a recommendation was made and accepted that an advisory committee be established. This committee consists of the following personnel: Dean of Academic Affairs, Dean of Student Affairs, Directors of Research and Development, Community Services, Business and Social Sciences, Admissions and Records, Public Information Officer, and Planning Director-Withlacoochee Regional Planning Council.

This advisory committee has a two-fold purpose, 1) to assist the college, in particular the Office of Research and Development, in implementing a community assessment survey; 2) to represent their particular area so that the questions asked and the results received will be beneficial to as many areas within the college as possible.

In order for the committee to meet its two-fold purpose, it had to become involved with the general design of the survey before specific questions could be identified. Thus the following survey design items have already been recommended by the advisory committee and approved by the Office of Research

and Development:

1. Telephone interviews will be conducted on a systematic 10% random sample of residential phone numbers throughout CFCC's service district.

2. The design of each question must be directed toward enabling the college to meet the seven objectives previously outlined.

3. The chi square statistic will be used to test for statistical differences within racial, residential and age categories.

4. The questionnaire is intended to serve as the coding sheet in an effort to simplify the data processing procedure.

It was within this general design that the advisory committee directed a questionnaire to be developed. This is in keeping with Oppenheim's belief that

> The subject of questionnaire design is intimately related to the general plan or design of the survey. A questionnaire is not just a list of questions or a form to be filled out. It is essentially a scientific instrument for measurement and for collection of particular kinds of data. Like all such instruments, it has to be specially designed according to particular specifications and with specific aims in mind, and the data it yields are subject to error. We cannot judge a questionnaire as good or bad, efficient or inefficient, unless we know what job it was meant to do. This means that we have to think not merely about the wording of particular questions, but, first and foremost, about the design of the investigation as a whole. (Oppenheim, 1966, p.2)

Thus, the purpose of this study was to design and pilot-test a questionnaire for conducting CFCC's community assessment survey. From an institutional perspective, this practicum can be justified because of the commitments CFCC has already made and the obvious need to have a well-designed

and tested survey instrument in carrying out its committment.

As outlined in the proposal for this study, a review of the literature was made to identify concepts essential for good questionnaire design. The following is a summary of good questionnaire concepts suggested by various authors.

Oppenheim has outlined several points that were considered useful to this study.

1. Begin with some easy impersonal questions. Do not ask for details like age, occupation, family and so forth until rapport has been well established.
2. Avoid putting ideas into the respondent's mind early in the interview, if you will need spontaneous responses on the same points later on.
3. Place checklist questions at the beginning, followed by all free answering questions and ending with a variety of projective devises.
4. Remember that free-response or open-ended questions, while giving respondents a lot of freedom, are easy to ask, difficult to answer, and still more difficult to analyze.
5. Consider the advantages of closed questions; they are easier and quicker to answer; they require no writing, and quantification is straight forward. This means that more questions

can be asked within a given length of time and that more can be accomplished with a given sum of money. Disadvantages include the loss of spontaneity; they are sometimes less subtle than open-ended questions; the opportunity to probe is lost; and, some rapport may be lost if the choice of answers does not do justice to the respondent's ideas.

6. Incorporate some closed questions which require field-coding. In other words, only the question is read to the respondent and a set of possible answers is provided to the interviewer. This technique can reduce bias and force the respondent to rely on his memory.
7. Be aware that in wording a question sometimes 'prestige bias' can enter in e.g. some people will claim they read more than they do, deny buying magazines of dubious repute, buy shirts that are more expensive.
8. Pilot-test the questionnaire on about 50 people. This is the best way to assess a question. (Oppenheim, 1966, p. 37-47).

Carithers' suggestions regarding question design are:

1. Don't ask 'iffy' questions.
2. Don't ask a planted question to produce a favorable response.

3. Avoid asking questions you can answer without surveying.
4. Don't use the survey as a sales program.
5. Don't expect people to answer for other people. (Carithers, 1973,p. 20-21).

In a document entitled Polling and Survey Research, the following points were raised:

1. Carefully think through the survey process and identify the specific reasons for conducting the survey.
2. Begin with questions that establish rapport, i.e. questions which are unemotional and non-controversial.
3. After beginning with general questions, move into the more specific 'dangerous' questions. This process is known as the funnel approach.
4. An appropriate logical sequence for questions to follow would be to start with the past, move to the present and then to the future.
5. Avoid negative questions.
6. Do not assume the respondent understands what you are talking about. For instance, if you are talking about the "year 'round school program", the concept should be clearly defined.
7. Keep the survey short to avoid being over-whelmed with data(Thomas, Smith, Hall, 1972, p. 8-9).

Jacobs presents several suggestions for designing questions.

1. Initial development
   a. Don't use terms or ask questions about topics that your respondent will not know about.
   b. Make sure that any answer the respondent makes will have a clear meaning to you.
   c. Don't ask people to make undesirable choices.
   d. Don't lead your respondents by wording the item so they will know what you want.
   e. Make the item and the choices short, and use simple words.
   f. Make certain the item clearly specifies what you want the respondent to do.
   g. Don't ask respondents to do several things in one item.
   h. Don't ask for several kinds of information in one item.
   i. Don't use tricky wording, especially double negatives.
   j. Don't ask for fine distinctions, unless you know they will be meaningful to your respondents.

k. Don't word your question in such a way that the balance of responses will unavoidably be in one direction (loading).

l. Be sure your answers are worded so that someone who disagrees with you can find an answer presenting his side of the issue.

m. Screen your items for 'All-American' words or 'dead give-away' words.

2. Pretesting

a. For pretesting, use subjects representative of your eventual target.

b. Ask your respondent to provide both an answer and a reason for the answer.

c. Ask whether there are other answers that could have been given.

3. One last look

a. Re-read each question, and apply the 'so what' criterion. (Will this information really make a difference to the decision maker?)

b. Re-examine each of the elements of information originally identified as necessary, and be sure that there is at least one question on each, and that the responses will provide a clear basis for that part of the decision.

c. Read the questionnaire as a whole to check that:

1. The flow of items as a whole will not confuse the respondent.
2. The flow of items as a whole will not tip him off as to what answer you think is correct(Jacobs, 1974, p. 30-31).

Morton's points on questionnaire design are as follows:

1. The questionnaire should be limited in size.
2. The language must be simple and clear if a cross-section of people are to be surveyed.
3. Each question should cover only one idea.
4. Provision should be made for recording answers indicating lack of knowledge or uncertainty.
5. The sequence of questions should be orderly.
6. The questionnaire should be arranged with final tabulations in mind, considering the content of the questions and the ease of data processing.
7. Questions involving beliefs or feelings should be more flexible or open-ended, thereby allowing the respondent more freedom(Morton, 1972, p. 32-33).

Sieber states emphatically that good questionnaire construction can only be achieved by extensive and deliberate field-testing. This should include:

1. developing a checklist in order to evaluate each question, e.g. its appropriateness to the purpose of the survey, etc.
2. interviewing respondents to get their general reactions to the survey and the type of questions asked.
3. Letting the questionnaire 'season'. Do not rush into developing a design. People planning the questionnaire need time to react to the questions and to give consideration to all aspects of survey construction(Sieber, 1973, p.8-10).

The literature, including similar community surveys, underscored the importance of questionnaire validity and frequently cited the 'panel of experts' approach as one of the best methods to use. This approach involves the use of people who have experience, knowledge, and understanding of the subject and knowledge of questionnaire design. This panel can then be used to evaluate the questionnaire. In addition, a specific procedure for questionnaire development must be outlined and followed.

With regard to reliability, some parts of the literature provide statistical formulas that may be used, other readings make no mention of formulas but suggest that the 'pilot-test' process will be sufficient and will identify any unreliable questions. The vast majority of similar studies reviewed used

only the feedback received from the pilot-test. Re-testing the questionnaire, then comparing the responses was an acceptable method; however, the literature did not indicate any specific percentage or other approach that should serve as a guideline in establishing a reliability criterion.

As stated in the proposal, a further review of the literature was made to identify other community surveys which had objectives similar to those which CFCC has already identified. The theory was that these surveys would contain questions which had already been field tested and refined by their survey designers. Even though these other surveys represented a combination of personal interviews, mail surveys, and telephone interviews, the questions selected from them provided a list from which the advisory committee could develop questions appropriate to CFCC and to the survey design which will be used in the fall of 1977.

A list of the questions is included in the Appendix. The specific surveys from which questions were drawn were:

1. Broward Community College Survey of Black Consituency, Ft. Lauderdale, Florida
2. Cerritos College Survey, Salem, Oregon
3. Chemeketa College Survey, Norwalk, California
4. Coast Community College District Survey, Costa Mesa, California
5. Florida Junior College at Jacksonville Survey, Jacksonville, Florida
6. Frostburg State College Survey, Frostburg, Maryland

7. Harrisburg Area Community College Survey, Harrisburg, Pennsylvania

8. Kansas City Metropolitan Junior College District Survey, Kansas City, Missouri

9. McLennon Community College Survey, Waco, Texas

10. Napa Junior College Survey, Napa, California

11. San Diego Community College District Survey, San Diego, California

12. West Valley Junior College Survey, San Francisco, California

The bibliography section of this study includes the specific publications in which each survey was listed. The cumulative effect of reviewing literature designed to help develop questionnaire construction, coupled with the review of twelve other surveys, was most helpful in establishing a conceptual base for the development of a questionnaire for use by CFCC.

The Societal Factors Module involves, among other items, the role of the community, interactional patterns and the study of the community. The questionnaire development as contained within this study, underscored the importance of the community to the community college and is related to goals 1,2,3, and 5 as outlined in Nova University's "Study Guide for the Societal Factors Module". The eventual implementation of the questionnaire will be helpful to CFCC in understanding its community and the role its community can play in shaping and refining institutional objectives.

PROCEDURES

In order to complete the task of this study, i.e. the development of a questionnaire for a community assessment survey, it was necessary to use the following procedures:

STEP I A review of the literature was conducted to identify the concepts necessary for good questionnaire design.

STEP II A further review of the literature was made to identify specific questions used by other colleges which had conducted community assessment surveys with objectives similar to those previously stated for CFCC. In addition to reviewing the various questionnaires, the narrative sections of the surveys were reviewed to gather any information that also might be useful in understanding the construction of the questionnaire.

STEP III Input for specific questions and/or suggestions regarding general subject areas was solicited from;

Students - Contact was made with CFCC's Director of Student Activities and personal conferences were held with several student leaders.

Faculty and administrative personnel - Informal contact was made with several faculty and administrators who might have an immediate interest in a community survey, e.g. Director of Community

Services, Public Information Officer.

STEP IV A twenty-seven page list of potential questions was prepared for the advisory committee's review (see Appendix). As the committee had decided that the telephone interview method was to be used, each member was asked to do three things 1) rate each question as to whether it should or should not be included in CFCC's community survey, 2) indicate whether the questions and responses were clear and well-written, and 3) make any other comments that would assist in developing a refined instrument.

STEP V The responses from the advisory committee were tabulated and condensed from 60 questions to 26 in accordance with the preferences expressed by the committee. Four questions were eliminated because they duplicated others and did not appear to lend themselves to a telephone survey. Because a telephone survey had been decided upon, some adjustments in wording were also made to accomodate this survey method.

STEP VI Contact was made with CFCC's Director of Data Processing regarding coding and program considerations..

STEP VII A three page questionnaire, consisting of 22 questions, was constructed and returned to the advisory committee for their final review prior to pilot-testing. A couple of minor changes were received and incorporated into the questionnaire.

STEP VIII The questionnaire was pilot-tested on a minimum of 60 respondents from CFCC's service district. Specifically, the names were randomly selected from the telephone directory using the name in the top left hand corner of each page until a minimum of 60 completed interviews had been obtained.

STEP IX The interviews were conducted by one paid person during the hours of 4:30 - 9:30 PM on weekdays and 10:00 - 5:00 PM on Saturdays. Instructions were given to,

a. alert the respondent to the pilot-test,

b. time each interview,

c. conduct the interview,

d. solicit comments the respondent might have about the survey or any of the questions asked.

STEP X Approximately two weeks later 15 of the 60 respondents were re-interviewed and the second set of responses were compared with the first set to determine whether the questionnaire could demonstrate reliability. If the responses for each question were identical 66% of the time, the question was considered reliable for this study.

STEP XI Comments regarding the results of the pilot-test were shared with the advisory committee. Minor modifications which resulted from the pilot-test were incorporated in the questionnaire, after which the

questionnaire was typed in its final form.

Steps IV, V, VI and VIII were designed to test the validity of the questionnaire. In the proposal, a group of four individuals was identified to accomplish this task. However, because of the recommendation of previous research to establish an advisory committee, the four personnel outlined in the proposal, plus four others were involved in this process. Validity was established by the 'panel of experts' method, i.e. by the advisory committee's evaluation of the questionnaire and by their monitoring of the procedure outlined above.

Step X was designed to establish questionnaire reliability.

In considering the intent and scope of this study, the reader should be aware of the following limitations:

1. There may be some questions which, in the strictest sense, do not lend themselves to a telephone survey.
2. There are a limited number of free response-type questions which may not allow the respondent to fully express himself.
3. There is little opportunity for the interviewer to probe further into any given subject area as the closed-ended question has been used throughout.
4. The 'panel of experts' or advisory committee's input and recommendations effecting the development of the questionnaire was limited by the range of experience

and expertise of the committee.

5. There may be some difficulty in respondents understanding of the meaning of such educational terminology as 'academic', 'vocational' or 'adult education'.
6. Because of the choice of some words, types of questions or question structure, there may be some bias in the responses received.
7. The reliability criterion was arbitrarily established.

The limitations were considered in executing the procedures necessary to develop the survey questionnaire. On the other hand, this study was conducted on the basis that the following assumptions were valid:

1. Each question included in the survey would be designed to not only meet one of the seven stated survey objectives but would be appropriate in content, substance and format for use in a telephone interview survey which CFCC will conduct in the fall of 1977.
2. The consistent use of the 'closed-ended' question versus the 'free response', by permitting a sufficient range of responses, would enable the respondent to convey his opinions in a satisfactory manner.
3. The procedures for developing the questionnaire, along with the frequent use of the closed-ended question, has greatly reduced any bias that might have seriously effected the results received.

4. The procedures followed in the design of the questionnaire were sufficient to test the validity and reliability of the survey instrument.
5. Although there is always the possibility of the respondent answering a question he really does not understand, the assumption was that the pilot-test would uncover a any serious difficulty in this regard. Thus, the questionnaire would be changed accordingly.
6. The survey advisory committee had appropriate experience, expertise, and interest to serve as a qualified group to judge the validity of the survey instrument.
7. The length of the questionnaire was short enough to maintain rapport with the respondent.
8. Although arbitrary, the established reliability criterion was appropriate for this study.

During the course of this study, reference was made to the terms cited below. These terms, along with their appropriate definitions, should be helpful in understanding the intent and purpose of this study, as well as assist in interpreting the results.

CFCC COMMUNITY or CFCC SERVICE DISTRICT - This term refers to all the people residing in the Florida counties of Citrus, Levy, and Marion. This three-county area has been officially designated by the Florida State Legislature as CFCC's service district.

COMMUNITY ASSESSMENT SURVEY - This term refers to the methods and techniques involved in the gathering of knowledge, attitudes, and perceptions held by the public about Central Florida Community College.

CLOSE-ENDED QUESTIONS - This phrase refers to a question that is asked by the interviewer and a set of responses is read to the respondent. The respondent then is expected to select the response which most closely approximates his opinions.

CLOSED-ENDED QUESTIONS REQUIRING FIELD CODING - In this instance, the question is asked but the respondent is not given the set answers, although the interviewer has a set of possible answers. The purpose is to test the memory of the respondent and not inject bias into a potential answer.

OPEN-ENDED QUESTIONS - This phrase refers to a question that is asked by the interviewer but no implied or suggested responses are given.

RELIABILITY - This term refers to the consistency which the question will elicit the same response from the same respondent.

SURVEY or SURVEY INSTRUMENT or QUESTIONNAIRE - These terms represent a listing of instructions, questions, and responses used by the interviewer in conducting the telephone interviews.

SYSTEMATIC RANDOM SAMPLE - This is a method of selecting the sample of telephone numbers to be called in the fall survey. The intent will be to contact every 10th residential number in order to acheive the desired 10% sample. Since the telephone directory is listed alphabetically, this approach should be sufficient to provide a random sample.

VALIDITY - This term refers to the extent that the questionnaire will do what it was designed to do.

RESULTS

The advisory committee was instrumental in guiding and shaping the development of the survey questionnaire. In addition to their role as outlined in the Procedures section of this study, the committee

1. confirmed the need for the seven objectives as previously approved by the Office of Research and Development;
2. helped to re-arrange the order of the objectives which, in turn, resulted in the order of questions in the pilot-test instrument.

The pilot-test was conducted over a ten day period. A total of 75 telephone contacts were randomly made in 12 towns and cities in the CFCC service district. 13 persons said they were either not interested or too busy to participate. These figures resulted in 62 completed interviews for a total response rate of 83%. The time to conduct each interview ranged from a low of 7 minutes to a high of 25 minutes with the average time being 14 minutes.

Approximately two weeks later 19 telephone calls were made to contact 15 of the original 62 respondents for a response rate of 79%. The respondents were informed that, as the college was still in the process of making up its questionnaire, it was necessary to ask the questions again in order to determine how reliable the questions were. In com-

paring the respondents' first and second set of responses for each question, the results showed that the responses were identical at a rate greater than the 66% reliability criterion established for this study. Factual questions were high and opinion question were low. A 100% rate was obtained on several factual questions; whereas, the lowest rate was 68% on question number 12, the overall reliability rate for the entire questionnaire was in excess of 93%.

In summarizing the results of a discussion with CFCC's Director of Data Processing, he indicated that the coding arrangement was satisfactory and, if possible, there should be no more than six responses per question. He also stated that two IBM cards would need to be punched for each questionnaire and that cross-tabulations could be made by race, sex, income, city, etc.

The following ten tables outline each part of the questionnaire used in the pilot-test along with a summary of the results. The words in quotation marks were the actual words spoken by the interviewer to the respondent. Since the tables consist of brief narrative statements rather than statistical data, the tables appeared to be self-explanatory; thus, no separate summary was provided for each table in order to avoid unnecessary repetition. Appendix II includes a detailed summary of the statistical results received from the pilot-test, along with a listing of respondent comments about the questionnaire.

TABLE I

QUESTIONNAIRE INTRODUCTION

Actual statement as used in pilot-test. "Hello! I'm (interviewer's name) with Central Florida Community College. We are trying to find out what the residents of (county) County know about the Community College and what services the College should offer in the future. At this time we are making up our questionnaire and I would like to ask for a few minutes of your time to answer some questions about the College."

... If the individual says "no" then say, "Thank you."

... If the individual says "yes" then proceed to the questions.

RESULTS

The general format and introductory statements were satisfactory in each instance. The interviewer did suggest that in the case where a person had to be called back, it may be helpful to expand the "date called" section so that additional dates can be noted.

TABLE II

CURRENT KNOWLEDGE

OBJECTIVE

To determine what information the community already has about the College.

QUESTION 1

"Please give me the specific location of CFCC?"

1.___ Yes, specifically (Rte.No.)
2.___ Yes, generally (Ocala)
3.___ Uncertain
4.___ Incorrect location
5.___ Did not know

RESULTS

1. Insofar as respondent was concerned, there was no known difficulty with any part of the question.
2. Insofar as the interviewer was concerned, two "no responses" were indicated and this option was not included on the questionnaire for coding purposes.

QUESTION 2

"Does CFCC offer:
1 -yes 2-no 3-not sure

1___ Academic Course
2___Vocational Courses
3___Adult Education Courses
4___Courses for students who don't have a high school diploma
5___Library services to the general public
6___Job placement services
7___Financial Aid for Students
8___Recreational facilities for public use
9___Childcare service for enrolled students
10___Academic courses for high school students
11___T V courses
12___ Free cultural activities for the public"

TABLE II(Continued)

CURRENT KNOWLEDGE

RESULTS

1. There was initially some confusion regarding the phrase "academic courses". During the early part of the pilot-test this phrase was changed to "college level courses". This change resulted in no further difficulty and also provided consistency with question 6, item 13.

2. The phrase "TV courses" also caused some misunderstanding. Respondents were not certain whether the college offered courses in television work or whether CFCC offered courses which the public could view on their home TV sets.

3. The question did not permit a "no response" code and 10 responses were received for this category.

TABLE III

HOW THE COMMUNITY LEARNS ABOUT THE COLLEGE

OBJECTIVE
How people receive information about the college, its offerings, and its programs.

QUESTION 3
"Where do you get most of your information about CFCC?" 1___Discussion with friends 2___Discussion with students 3___Local radio station 4___Local newspaper 5___Other (specify)_____ **RESULTS** 1. There was no difficulty with any part of the question. 2. The "other" category resulted only in miscellaneous items and did not produce any response which would indicate the need to expand the choices. 3. One "no response" was received although this item was not listed as a coding option. 4. Two respondents gave two answers as they considered the two options they selected about the same.

QUESTION 4
"Can CFCC <u>best</u> provide you with information about the College by: 1.___Sending you a College Catalog 2___Putting your name on a mailing list to receive periodic newsletters 3___Publicizing more news articles in the local newspaper 4___Letting you talk with a counselor on campus 5___Presenting information over the radio or television?"

TABLE III (Continued)

HOW THE COMMUNITY LEARNS ABOUT THE COLLEGE

RESULTS

1. There was no apparent difficulty in respondents' understanding or interpreting this question.

2. Four (4) additional items were listed, although no "other" coding response was available.

3. Although two (2) "no responses" were received, there was no coding response available.

4. Fifteen (15) respondents felt the need to list two items.

TABLE IV

COMMUNITY CONTACT WITH THE COLLEGE

OBJECTIVE

What types of contact the community has had with the college in the past.

QUESTION 5

"Do you attend events at CFCC such as music concerts, plays, sports events, lectures...

1___Frequently
2___Occasionally
3___Almost never
4___Have never attended any event?"

RESULTS

1. There was no difficulty with any aspect of this question.

1. Two (2) "no responses" were received and no coding category was available.

QUESTION 6

"Have you ever attended or made use of any of the following at CFCC:

1-yes 2-no

1__Library
2__Plays
3__Community Concerts
4__Community Band
5__Community Chorus
6__Tennis Courts
7__Handball/racquet courts
8__Lectures
9__Films
10__Meeting rooms
11__Adult Education course
12__Vocational course
13__College level course?"

RESULTS

The responses, wording and coding arrangements for this question were satisfactory in each instance.

TABLE V

COLLEGE'S IMPACT ON THE COMMUNITY

OBJECTIVE
What impact the college has had on the community.

QUESTION 7
"If you (or your son/daughter) were planning to enroll in an educational program, would CFCC... 1__Be your first choice 2__Be your second choice 3__Be your third choice 4__Be a very unlikely choice 5__Not be considered under any circumstances?" RESULTS 1. There was evidence from the comments of the interviewer that responses 3 and 4 were redundant. 2. Seven (7) "no responses" were received and no coding category was available. 3. Other than the minor items cited above, the question wording and arrangement was satisfactory

QUESTION 8
"Have most of the opinions you have heard about the college been... 1__positive (4__did not know 2__neutral 5__no response) 3__negative?" RESULTS 1. The question was clear and easily understood. 2. All the assigned coding responses were satisfactory.

TABLE VI

MEETING COMMUNITY NEEDS

OBJECTIVE

How successful the community thinks the college has been in meeting community educational needs.

QUESTION 9

"Do you feel that the courses and programs CFCC is currently offering are meeting the needs of the people in the area?"

1__Definitely, yes
2__For the most part, yes
3__For the most part, no
4__Definitely, no
5__No opinion

RESULTS

No evidence was suggested by the interviewer or respondents that this question was unclear or caused any other difficulty.

QUESTION 10

"What do you feel is the most important reason that most students attend CFCC?"

1__Low cost
2__Close to home
3__Good reputation
4__Small size of college
5__Specialized program
6__Other (specify)_____

RESULTS

1. Fifteen (15) respondents gave two answers, and two (2) respondents gave three or more answers. The interviewer indicated that the respondents thought that there was no one "most important" reason but that two or more reasons of equal importance were involved.

TABLE VI (Continued)

MEETING COMMUNITY NEEDS

RESULTS (continued)

2. The "other" category did not identify any unusual reason.

3. One "no response" was received and no category was available for coding.

TABLE VII

OBSTACLES LIMITING COMMUNITY INVOLVEMENT

OBJECTIVE

What the major obstacles are which have prevented the community from taking advantage of the college's services in the past.

QUESTION 11

"How important would each of the following items be to you in deciding whether to take courses at CFCC?"

1-important 2-of little importance 3-undecided
4-no opinion

1__Distance of travel to course
2__Amount of work required
3__Employer's encouragement
4__Friends are also enrolling
5__Length of program
6__Prestige of college
7__Availability of transportation
8__Offered during working hours
9__Offered after working hours
10__Availability of child care
11__Cost of tuition and books
12__Enjoyability of course

RESULTS

1. The responses did indicate that people have definite ideas on this question, and the question is able to easily identify respondents' opinions

2. No difficulty was experienced with the wording or coding of the question.

TABLE VIII

FUTURE SERVICES

OBJECTIVE

What services the college should emphasize and provide in the future.

QUESTION 12

"If you or anyone in your household were to take a class at CFCC in the future, which of the following items would be preferred?

1-yes 2-no 3-undecided 4-no opinion

1__Classes during the daytime
2__Classes during the evening
3__Classes on Saturday
4__Vocational classes
5__Adult Education classes
6__College credit classes
7__T V classes
8__Arts/crafts type classes
9__Classes lasting 2-6 weeks
10__One or two day seminars
11__Correspondence courses
12__Courses by newspaper
13__Off-campus classes
14__College credit classes for high school seniors
15__Academic counseling
16__Job and career counseling
17__Job placement services"

RESULTS

1. The phrase "T V classes" was a source of confusion. Respondents were uncertain as to whether the reference was to courses in television or whether CFCC offered courses which the public could view on their home TV sets.

TABLE VIII (Continued)

FUTURE SERVICES

RESULTS(Continued)

2. The results of the pilot-test did not indicate any other problems, the coding arrangements was satisfactory

QUESTION 13

"Please indicate any area in which you might be interested in receiving some occupational training."

RESULTS

1. Thirty-seven (37) different courses and programs were mentioned; no system of coding was available.

2. There were no other aspects of the question that presented any concern.

TABLE IX

SUMMARIZING QUESTIONS & RESPONDENT CHARACTERISTICS

QUESTION 14

"In general, your over-all rating for CFCC would be...

1__Excellent
2__Good
3__Average
4__Fair
5__Poor."

RESULTS

1. The question based on the responses and the interviewer comments was satisfactory.

2. Three (3) respondents had indicated "no response" for which no coding category was available.

QUESTION 15

"Finally, I need to ask you a few more questions that will help the College plan its services for many different kinds of people. ...How long have you lived in this area?"

1__less than 1 year
2__1-4 years
3__5-10 years
4__ over 10 years

RESULTS

1. There was no difficulty with any aspect of this question based on the results from the pilot-test.

QUESTION 16

"What kind of work do you do?" _____ _____

1__professional and technical
2__manager/administrator (except farms)
3__salesworker
4__clerical worker
5__craftsman/kindred worker
6__operative
7__non-farm laborer
8__service worker
9__farm worker
10__housewife
11__student
12__unemployed
13__retired
14__Other _____

TABLE IX (continued)

SUMMARIZING QUESTIONS & RESPONDENT CHARACTERISTICS

RESULTS

1. The interviewer had little difficulty in determining which "Dictionary of Occupational Titles" category in which to place each respondent.

2. The question was direct and easily understood.

QUESTION 17

"What was the highest grade you completed in school?"

1__8th grade or below
2__9th-12th grade
3__Graduated from high school
4__Attended college or vocational school
5__Graduated from community or junior college
6__Graduated with bachelors degree or above

RESULTS

1. The question was satisfactory and understood by the respondents.

2. A problem did arise in coding because some people had attended vocational school while in high school or they left high school before graduation and were admitted into a vocational school.

3. Three (3) respondents chose not to answer this question and no coding category was available.

TABLE IX (Continued)

SUMMARIZING QUESTIONS & RESPONDENT CHARACTERISTICS

QUESTION 18

(Interviewer, try to guess at age group and ask about that group.) "Is your age between ...

1__16-19
2__20-24
3__25-44
5__45-64
6__65 or over
7__no answer

RESULTS

1. No difficulty was experienced with this question.

2. The coding categories were satisfactory.

QUESTION 19

"Your race is ...
1__White
2__Black
3__Other minority
4__No answer

RESULTS

All aspects of the question were satisfactory.

QUESTION 20

"And finally, is your family income... (interviewer, try to guess and ask about the income group)

1__Below $5,000
2__$5,000 to $7,500
3__$7,501 to $10,000
4__$10,001 to $15,000
5__$15,001 to $25,000
6__$25,001 and over
7__Does not know
8__No answer

RESULTS

The interviewer indciated prior to reading this question that it was optional and did not have to be answered. Only one respondent chose not to reply to this question.

TABLE IX (Continued)

SUMMARIZING QUESTIONS & RESPONDENT CHARACTERISTICS

The next two questions were not asked, as it was felt that the interviewer could obtain this information without the need to formally ask the respondent.

QUESTION 21
Interviewer, what is the respondent's sex? 1__male 2__female RESULTS 1. There was no repported difficulty by the interviewer in determining the sex of the respondent by the time the interview had been completed. 2. The coding was satisfactory.
QUESTION 22
Interviewer, what is the city in which the respondent lives? RESULTS 1. The interviewer was able to determine the city from the telephone directory listing or by noting the telephone exchange number. There was no problem with obtaining this information. 2. Because of the ease in pinpointing city or locations with the telephone exchange number, it was determined that this three digit prefix will be a satisfactory coding arrangement for all cities in CFCC's district. The logic of this approach was also confirmed by CFCC's Director of Data Processing.

TABLE X

COMMENTS BY RESPONDENTS

Actual statement as used in Pilot-test

"Are there any comments you would like to make about this survey or any of the questions which we asked?...
Thank you for cooperating with us. Your answers will be helpful to the college in its future planning."

RESULTS

The general concensus of all the respondents was that a community survey was a good project for the college to undertake and that they found the particular questions to be interesting and enjoyable.

DISCUSSION AND IMPLICATIONS

The original questionnaire proved to be reliable and satisfactorily constructed because of the following factors:

1. using an advisory committee,
2. incorporating suggestions from the literature into the questionnaire design,
3. reviewing previous community surveys for appropriate questions and for guidelines in constructing a questionnaire, and
4. making the pilot-test procedures realistic and as similar to actual survey conditions as possible.

As a result of the pilot-test, only minor changes in coding and wording were uncovered. Because there were no major changes, the author did not feel it was necessary to itemize them. However, each change was included in the final questionnaire which appears in the Results section of this study.

The pilot-test instrument consisted of several types of questions, i.e. closed-ended questions, open-ended questions, and closed-ended questions requiring field coding. As the literature suggested, the questions were arranged so that easy, factual questions were asked first, followed by opinion questions, followed by such questions as race, income, and age. Thus, the interviewer was able to quickly establish rapport with the respondent. The arrangement of the seven objectives for the study enabled the questionnaire to begin with the past/present and move toward the future.

The length of the questionnaire does not seem to be unrealistic; the average interview time was fourteen minutes.

The only change in question format found necessary as a result of the pilot-test was with question #20, income. This required an additional statement indicating that the question was optional. All the other changes were made in the answers to the questions.

There was some inconsistency between the use of 'no response' and 'no opinion' with the inadvertent omission of the 'no response' category on many questions. The results point to the fact that one category, e.g. 'no response' should be used throughout and is an appropriate item for nearly every question. Also, the phrases 'academic courses' and 'T V courses' caused some difficulty and required re-phrasing.

The variety of responses to question #13 (occupational training interests) implies the need for extensive coding. It seems appropriate to use the four-digit Planned Programming Budgeting System code for this purpose. The PPBS code lists numbers for courses and programs offered in higher education throughout the state of Florida.

It is felt that coding was unnecessary for any general comments received at the end of the questionnaire. The pilot-test showed low response to the request for comments and no comment was received that would effect planning or future service (see Appendix). During the fall su[illegible]ey

comments could be reveiwed individually and any having direct bearing on the college's future services could be listed in its complete form.

In Oppenheim's writings the fact was underscored that reliability would not be as high for opinion questions as for factual questions, it is only possible to achieve a relative consistency. In any event some inconsistencies in responses do not necessarily mean a question is unreliable. (Oppenheim, 1966, pp.73-75) Although the reliability of each question was above the criterion established for the study, the range of responses between opinion and factual questions followed the pattern described by Oppenheim.

Authorities recognized that validity is more difficult to determine and obtain than reliability, although both are interrelated and essential for a questionnaire to yeild accurate results in which an institution could place confidence. The author believes that, as a result of the procedures and methods used in developing this questionnaire, a reasonably high degree of validity and reliability are evident in the final product (questionnaire) produced by this study.

THE FOLLOWING QUESTIONNAIRE
IS BEING RECOMMENDED TO THE
CFCC ADMINISTRATION
FOR THEIR USE IN CONDUCTING A
COMMUNITY ASSESSMENT SURVEY
IN THE FALL OF 1977

TELEPHONE INTERVIEW SHEET

Date called_____
Date called_____
Telephone No._____ Date called_____

Respondent's Name_____
Respondent's Address_____

Interview Starting Time_____Ending Time_____

Hello! I'm (Interviewer's name)_____ with Central Florida Community College. We are trying to find out what the residents of (County)_____County know about the Community College and what services the College should offer in the future. I would like to ask for a few minutes of your time to answer some questions about the College.

...If the individual says "no" then say: "thank you".
...If the individual says "yes" then proceed to the questions.

---

1) "Please give me the specific location of CFCC?"
1_____Yes, specifically(Rt. 200)
2_____Yes, generally(Ocala)
3_____Uncertain
4_____Incorrect location
5_____Did not know
6_____No response

2) "Does CFCC offer: 1-Yes 2-No 3-Not sure 4-No response
1_____College level courses
2_____Vocational courses
3_____Adult Education courses
4_____Courses for students who don't have a high school diploma
5_____Library services to the general public
6_____Job Placement services
7_____Financial Aid for students
8_____Recreational facilities for public use
9_____Childcare services for enrolled students
10____Academic courses for high school students
11____Courses offered on television
12____Free cultural activities for the general public

3) "Where do you get most of your information about CFCC?"
1_____Discussion with friends
2_____Discussion with students
3_____Local radio station
4_____Local newspaper
5_____Other(specify)_____
6_____No response

4) "Can CFCC best provide you with information about the College by:
1_____Sending you a College Catalog
2_____Putting your name on a mailing list to receive periodic newsletters
3_____Publicizing more news articles in the local paper
4_____Letting you talk with a counselor on campus
5_____Presenting information over the radio and television?"

5) "Do you attend events at CFCC such as music concerts, plays, sports events, lectures...
1_____Frequently
2_____Occasionally
3_____Almost never
4_____Have never attended any event
5_____No response

6)"Have you ever attended or made use of any of the following at CFCC:
1-Yes 2-No 3-No response

1____Library
2____Plays
3____Community Concerts
4____Community Band
5____Community Chorus
6____Tennis Courts
7____Handball/racquet courts
8____Lectures
9____Films
10____Meeting rooms
11____Adult Education Course
12____Vocational Course
13____College level course"

7)"If you(or your son/daughter) were planning to enroll in an educational program, would CFCC...

1____Be your first choice
2____Be your second choice
3____Be a very unlikely choice
4____Not be considered under any circumstances"
5____No response

8)"Have most of the opinions you have heard about the College been...

1____Positive 4____Did not know
2____Neutral 5____No response
3____Negative"

9)"Do you feel that the courses and programs CFCC is currently offering are meeting the needs of the people in the area?"

1____Definitely, Yes
2____For the most part, Yes
3____For the most part, No
4____Definitely, No
5____No response

10)"What do you feel is the most important reason that most students attend CFCC?

1____Low cost
2____Close to home
3____Good reputation
4____Small size of College
5____Specialized program
6____Other(Specify)"_____
7____No response

11)"How important would each of the following items be to you in deciding whether to take courses at CFCC?
1-Important,2-Of little importance
3-Undecided, 4-No response

1____Distance of travel to course
2____Amount of work required
3____Employer's encouragement to enroll
4____Friends are also enrolling
5____Length of program
6____Prestige of college
7____Availability of transportation
8____Offered during working hours
9____Offered after working hours
10____Availability of child care
11____Cost of tuition and books
12____Enjoyability of course"

12)"If you or anyone in your household were to take a class at CFCC in the future, which of the following items would be preferred?
1-Yes, 2-No 3-Undecided
4-No response

1____Classes during the daytime
2____Classes during the evening
3____Classes on Saturday
4____Vocational classes
5____Adult Education classes
6____College level classes
7____Courses offered on television
8____Arts/craft type courses
9____Classes lasting 2-6 weeks
10____One or two day seminars
11____Correspondence courses
12____Courses by newspaper
13____Off-campus classes
14____College level classes for high school seniors
15____Academic counseling
16____Job and career counseling
17____Job placement services"

13)"Please indicate any area in which you might be interested in receiving some occupational training."_____

(PPBS code_____)

14)"In general, your over-all rating for CFCC would be...

1____Excellent 4____Fair
2____Good 5____Poor"
3____Average 6____No response

"Finally, I need to ask you a few more questions that will help the College plan its services for many different kinds of people."

15)"How long have you lived in this area?"
1_____less than 1 year
2_____1-4 years
3_____5-10 years
4_____over 10 years
5_____No response

16)"What kind of work do you do?"
_____
1_____Professional and technical
2_____Manager/administrator(except farm)
3_____Salesworker
4_____Clerical worker
5_____Craftsman/kindred worker
6_____Operative
7_____Non-farm laborer
8_____Service worker
9_____Farm worker
10____Housewife
11____Student
12____Unemployed
13____Retired
14____Other_____
15_____No response

17)"What was the highest grade you completed in school?"
1_____8th grade or below
2_____9th - 12th grade or vocational school
3_____Graduated from high school
4_____Attended college but did not graduate
5_____Graduated from community or junior college
6_____Graduated with bachelors degree or above
7_____No response

18)(Interviewer, try to guess at age group and ask about that group) "Is your age between...
1_____16-19
2_____20-24
3_____25-44
4_____45-64
5_____65 or over
6_____No response

19)"Your race is...
1_____White
2_____Black
3_____Other minority
4_____No response

20)"And finally, an optional question. Is your family income ...(Interviewer, try to guess and ask about that income group)
1_____Below $5,000
2_____$5,000 to $7,500
3_____$7,501 to $10,000
4_____$10,001 to $15,000
5_____$15,001 to $25,000
6_____$25,001 and over
7_____Does not know
8_____No response

"Are there any comments you would like to make about this survey or any of the questions which we asked? ...Thank you for cooperating with us. Your answers will be helpful to the College in its future planning."

END OF INTERVIEW

21) Interviewer, what is the respondent's sex?
1_____male
2_____female

22) Interviewer, what is the city in which the respondent lives?
city_____
telephone prefix_____

APPENDIX

APPENDIX I

LIST OF POTENTIAL QUESTIONS

THE FOLLOWING PAGES COMPRISE A DRAFT OF SAMPLE QUESTIONS THAT COULD BE USED IN A COMMUNITY ASSESSMENT SURVEY. THE QUESTIONS HAVE BEEN CATEGORIZED ACCORDING TO THE SEVEN OBJECTIVES WHICH HAVE BEEN ESTABLISHED FOR THE SURVEY.

PLEASE RATE EACH QUESTION USING THE FOLLOWING SCALE;

_____I. PLEASE INDICATE WHETHER THE QUESTION SHOULD BE INCLUDED IN THE SURVEY.

_____Should definitely be included

_____Should probably be included

_____Uncertain

_____Should probably not be included

_____Should definitely not be included

____II. IS THE QUESTION CLEAR AND EASY TO UNDERSTAND?

_____Y = Yes

_____N = No

PLEASE FEEL FREE TO MAKE ANY COMMENTS OR SUGGESTIONS IN THE MARGIN BESIDE EACH QUESTION.

THANK YOU.

_____1. ABOUT HOW MANY STUDENTS DO YOU THINK ATTEND CFCC?

_____Less than 1000

_____Less than 1500

_____Less than 2000

_____Less than 3000

_____Less than 5000

_____More than 5000

_____2. AT THE COLLEGE, ATTENTION IS GIVEN TO MAINTAINING CLOSE RELATIONSHIPS WITH BUSINESS AND INDUSTRY IN THE LOCAL AREA.

_____Yes

_____No

_____Don't know

_____3. THE LOCATION OF CFCC MAKES IT EASILY ACCESSIBLE TO STUDENTS IN THE LOCAL AREA?

_____Yes

_____No

_____Don't know

_____4. THE COLLEGE CONSIDERS IT MOST VALUABLE SERVICE TO LIE IN EDUCATING THE UPPER 10% OR HIGHER OF HIGH SCHOOL GRADUATES?

_____Strongly agree

_____Agree

_____No opinion

_____Disagree

_____Strongly disagree

_____5. WHICH OF THE FOLLOWING KINDS OF EDUCATION USUALLY ARE PROVIDED BY A COMMUNITY COLLEGE?

_____Four year liberal arts degree

_____The first two years (freshmen/sophomore) courses for possible transfer to a four year college

_____Vocational education

_____I do not know

_____6. ARE YOU AWARE THAT ADULT RESIDENTS WHO DO NOT HAVE A HIGH SCHOOL DIPLOMA CAN TAKE COURSES AT CFCC?

_____Yes

_____No

_____7. ABOUT HOW MUCH MONEY WOULD TUITION BE FOR A STUDENT WHO WISHES TO COMPLETE A TWO YEAR DEGREE AT CFCC?

_____Less than $750

_____$750 - $1500

_____$1500 - $2500

_____$2500 - $4000

_____above $4000

_____8. STUDENTS ATTEND CFCC FOR MANY REASONS, COULD YOU GIVE WHAT YOU FEEL IS THE MOST IMPORTANT REASON WHY MOST STUDENTS ATTEND CFCC?

_____

_____

_____

_____

____9. DOES CFCC OFFER:

Yes	No	Not Sure	
____	____	____	Academic courses
____	____	____	Vocational courses
____	____	____	Adult Education courses
____	____	____	Courses for students who do not have a High School Diploma
____	____	____	Library services to the general public
____	____	____	Job placement services
____	____	____	Financial Aid
____	____	____	Recreational facilities for use by the general public
____	____	____	Childcare services for enrolled students
____	____	____	Academic courses for high school seniors
____	____	____	TV courses
____	____	____	Free cultural activities for the general public

____10. HOW MUCH INFORMATION DO YOU FEEL YOU HAVE ABOUT CFCC?

____A great deal

____Quite a lot

____Some

____Very little

____Next to none

_____11. WHAT IS YOUR OPINION OF THE QUALITY OF INSTRUCTION AT CFCC?

_____Excellent

_____Good

_____Undecided

_____Fair

_____Poor

_____Don't know

_____12. WHAT IS YOUR OPINION OF THE ACADEMIC STANDARDS AT CFCC?

_____Excellent

_____Good

_____Undecided

_____Fair

_____Poor

_____Don't know

_____13. PLEASE GIVE ME THE SPECIFIC LOCATION OF CFCC?

_____Yes, specifically (Rt. No.)

_____Yes, generally (Ocala)

_____Uncertain

_____Incorrect location

_____Did not know

_____1. WHERE DO YOU GET MOST OF YOUR INFORMATION ABOUT CFCC?

Please state the most important source as "1" and the next most important as "2".

_____Discussion with friends

_____Discussion with students

_____Local radio station

_____Local newspaper

_____Other source

_____2. WHERE DO YOU GET MOST OF YOUR INFORMATION ABOUT LOCAL AFFAIRS?

_____Conversation with friends and neighbors

_____Television

_____Radio

_____Local newspaper

_____Organization to which you belong

_____3. HOW CAN CFCC BEST PROVIDE YOU WITH INFORMATION ABOUT THE COLLEGE?

_____Send me a catalog

_____Put my name on your mailing list to receive periodic newsletters

_____Advertise in the local newspaper

_____Let me talk with a Counselor on campus

_____Present information over the radio or television

_____1. DO YOU ATTEND EVENTS AT CFCC? FOR EXAMPLE MUSIC CONCERTS, PLAYS, SPORTS EVENTS, LECTURES.

PLEASE CIRCLE ALL THAT APPLY:

_____Frequently

_____Occasionally

_____Almost never

_____Have never attended any event

_____2. HAVE YOU EVER ATTENDED OR MADE USE OF ANY OF THE FOLLOWING?

PLEASE CIRCLE ALL THAT APPLY:

_____Yes _____No Library

_____Yes _____No Plays

_____Yes _____No Community concerts

_____Yes _____No Community band

_____Yes _____No Community chorus

_____Yes _____No Tennis courts

_____Yes _____No Handball/racquet courts

_____Yes _____No Lectures

_____Yes _____No Film presentation

_____Yes _____No Meeting rooms

_____Yes _____No Adult Education course

_____Yes _____No Vocational course

_____Yes _____No College level course

_____1. HAVE MOST OF THE OPINIONS YOU HAVE HEARD ABOUT THE COLLEGE BEEN:

_____Positive

_____Neutral

_____Negative

_____2. HOW WOULD YOU BEST DESCRIBE YOUR ATTITUDE TOWARD TAX-SUPPORTED PUBLIC HIGHER EDUCATION TODAY?

_____Excellent

_____Good

_____Fair

_____Poor

_____No opinion

_____3. IN YOUR OPINION, WHAT KIND OF A RELATIONSHIP DOES CFCC HAVE WITH THE COMMUNITY?

_____Excellent

_____Good

_____Fair

_____Poor

_____No opinion

_____4. IF YOU (OR YOUR SON/DAUGHTER WERE PLANNING TO ENROLL IN AN EDUCATIONAL PROGRAM, WOULD CFCC...

_____Be your first choice

_____Be your second choice

_____Be your third choice

_____Be a very unlikely choice

_____Not be considered under any circumstances

_____4. WHICH OF THE REASONS BELOW WOULD BE THE BEST FOR ATTENDING A COMMUNITY COLLEGE INSTEAD OF A FOUR YEAR COLLEGE?

_____Lower entrance requirements

_____Wider range of programs to consider before choosing a career

_____More personal attention from faculty and staff

_____Lower tuition costs

_____Close to home

_____5. WHICH OF THE REASONS BELOW WOULD BE THE BEST ARGUMENT FOR NOT ATTENDING A COMMUNITY COLLEGE?

_____The student might lower his ambitions and not go farther than two years of college

_____The student's chances of earning a degree would be lower

_____Social opportunities for students are more limited

_____The student body would not be as intelligent and the student would not realize how hard college was

_____The level of instruction would be lower than at a four year college

_____6. WHAT IS YOUR OPINION OF THE FOLLOWING STATEMENT? "OCCUPATIONAL TRAINING IS FOR PEOPLE THAT ARE NOT SMART ENOUGH TO GO TO COLLEGE."

_____Strongly agree

_____Agree

_____Undecided

_____Disagree

_____Strongly disagree

_____7. IF YOU WERE ASKED TO MAKE A FINANCIAL CONTRIBUTION TO CFCC WHAT REPLY WOULD YOU MAKE?

I WOULD:

_____Definitely make a contribution

_____Probably contribute

_____Might contribute

_____Probably would not contribute

_____Definitely would not contribute

_____1. DO YOU FEEL THAT THE COURSES AND PROGRAMS CFCC IS CURRENTLY OFFERING ARE MEETING THE NEEDS OF THE PEOPLE IN THE AREA?

_____Definitely, Yes

_____For the most part, Yes

_____For the most part, No

_____Definitely, No

_____No opinion

_____2. FROM WHAT YOU KNOW ABOUT CFCC, HOW WOULD YOU RATE THE KIND OF RELATIONSHIP IT HAS WITH ITS STUDENT BODY?

_____Excellent

_____Good

_____Undecided

_____Fair

_____Poor

_____3. IF YOU WERE TOLD THAT THE PERSON ABOUT TO ASSIST YOU WITH A PROBLEM WAS A GRADUATE OF CFCC, WOULD YOU EXPECT THE PERSON TO BE:

_____Very competent

_____Reasonably competent

_____About average

_____Not too competent.

_____Incompetent

_____4. CFCC HAS BEEN GROWING AT A SATISFACTORY RATE IN SIZE, REPUTATION AND EXCELLENCE TO SERVE THE NEEDS OF THIS AREA.

DO YOU:

_____Strongly agree

_____Agree

_____Undecided

_____Disagree

_____Strongly disagree

_____5. COMPARED TO OTHER LOCAL INSTITUTIONS CFCC PRACTICES RACIAL DISCRIMINATION

_____Less than all other institutions in the area

_____Less than most

_____About the same

_____More than most

_____More than any other institution in this area

_____6. WHAT DO YOU FEEL IS THE MOST IMPORTANT REASON THAT MOST STUDENTS ATTEND CFCC?

_____Low cost

_____Close to home

_____Good reputation

_____Small size of College

_____Specialized program

_____Other (specify)

_____1. PLEASE CHECK THOSE THINGS WHICH MIGHT KEEP YOU FROM TAKING A COURSE AT CFCC:

_____Conflicts with my job

_____Transportation

_____Cost

_____The idea that I have been away from school too long

_____I do not see any benefits to taking a course at the college

_____I just do not have the time

_____It is too difficult to get started

Other, please list_____

_____

_____

_____

____2. HOW IMPORTANT WOULD EACH OF THE ITEMS BELOW BE TO YOU IN DECIDING WHETHER TO TAKE COURSES AT CFCC?

PLEASE CIRCLE THE NUMBER THAT BEST INDICATES YOUR FEELINGS:

Very important	Fairly important	Undecided	Of little importance	Of no importance	
1	2	3	4	5	Distance of travel to program
1	2	3	4	5	Amount of work required
1	2	3	4	5	Employer's encouragement to enroll
1	2	3	4	5	Friends are also enrolling
1	2	3	4	5	Length of program
1	2	3	4	5	Prestige of college
1	2	3	4	5	Availability of transporation
1	2	3	4	5	Offered after working hours
1	2	3	4	5	Offered during working hours
1	2	3	4	5	Availability of child care
1	2	3	4	5	Cost of tuition and books
1	2	3	4	5	Enjoyability of course

_____1. FOR EACH ITEM BELOW, PLEASE GIVE YOUR OPINION AS TO WHETHER THE ITEM SHOULD BE EXPANDED, STAY THE SAME OR CUT BACK IN THE FUTURE.

PLEASE NUMBER:

1. For "expanded"
2. For "stay the same"
3. For "cut back"
4. No opinion

_____Academic counseling

_____Job and career counseling

_____Social and recreational functions

_____Job placement services

_____Library books and facilities

_____Retaining adults for new jobs and careers

_____Cultural activities for the community such as plays, music concerts, lectures, movies, etc.

_____Early admission for high school students

_____Adult Education courses

_____College transfer programs

_____2. FROM THE LIST BELOW, PLEASE GIVE YOUR OPINION AS TO HOW IMPORTANT YOU THINK IT IS FOR CFCC TO TRY TO DO.

PLEASE NUMBER:

1. Very important
2. Fairly important
3. Of little importance
4. Of no importance
5. No opinion

_____Train students to be citizens

_____Train students to be parents

_____Train students to be consumers

_____Train students to be good neighbors

_____Train students to be wage earners

_____Train students to be scholars

_____Train students to be mentally healthy

_____Train students to by physically healthy

_____Train students to make good use of leisure time

_____Offer financial aid to students

_____Offer job placement to students

_____Offer co-curricular activities such as plays, concerts, lectures

_____Offer transfer programs to four year colleges and universities

_____Offer a pleasant environment for learning

_____Offer low tuition

_____Provide convenient locations for classes

_____Provide late afternoon classes

_____Provide Saturday classes

_____Provide Sunday classes

_____Provide learning opportunities for all adults regardless of educational background

_____Provide opportunities for physically handicapped

_____Provide opportunities for ethnic minorities

_____Provide vocational education

_____Provide child care facilities for parent learners

_____Provide general education

_____Provide remedial education

_____Provide opportunities for senior citizens and retirees

_____Provide excellent physicial facilities

_____Advertise college programs

_____3. IF YOU WERE TO TAKE SOME SORT OF CLASS AT CFCC IN THE FUTURE WHICH OF THE FOLLOWING WOULD YOU PREFER?

Check more than one if you like.

_____Day classes

_____Evening classes

_____Saturday classes

_____Vocational classes

_____Adult Education classes

_____College credit classes

_____TV classes

_____Arts and crafts type courses

_____Informal, short duration classes (2 to 6 weeks)

_____One or two day seminars

_____Correspondence courses

_____Courses via newspaper

_____4. WHAT KIND OF INFORMATION ABOUT CFCC ARE YOU INTERESTED IN RECEIVING?

PLEASE CHECK ALL THAT APPLY:

_____Credit courses offered

_____Adult Education courses

_____Vocational courses

_____Sports news

_____Plays, concerts, lecutres, schedule information

_____Individual student achievements

_____Happenings with CFCC faculty and staff

Other_____

_____

_____

_____

_____5. SOME COLLEGES ARE CONSIDERED TO HAVE REALLY GOOD REPUTATIONS. WHAT, IN YOUR OPINION, SHOULD A COLLEGE HAVE OR BE IN ORDER TO MAKE IT A REALLY GOOD ONE?

_____

_____

_____

_____

_____6. HAS THE EXISTENCE OF CFCC BENEFITED YOU IN SOME WAY? FOR EXAMPLE, COURSE OFFERINGS, SPEAKERS, TRAINED EMPLOYEES, CUSTOMERS, ETC.

_____Yes

_____No

_____No opinion

_____7. WHAT COULD CFCC DO THAT WOULD DIRECTLY BENEFIT YOU IN SOME WAY?

_____

_____

_____

_____

_____8. PLEASE CHECK ANY OF THE SUBJECT MATTER AREAS LISTED BELOW THAT ARE IMPORTANT TO YOU.

_____Basic education

_____Supplemental income

_____Health related subjects

_____Hobby subjects

_____Recreational subjects

_____Community, world affairs

_____Consumer education, nutrition diets

_____Personal development subjects

_____Religion, spirtual development

_____Training for a new job

_____Ethnic appreciation

_____Physical fitness

_____9. WHERE SHOULD COURSES FOR OLDER ADULTS BE LOCATED?

PLEASE CIRCLE ALL THAT APPLY:

_____Churches

_____Public agency buildings

_____Plant, store or other business location

_____College campus

_____At home through TV, home visits, independent study, etc.

_____Public libraries

_____Area high school buildings

Other_____

_____

_____10. IF YOU WERE TO PARTICIPATE IN A COURSE AT CFCC, WHAT OTHER SERVICES WOULD YOU LIKE TO SEE PROVIDED?

PLEASE CIRCLE ALL THAT APPLY:

_____Transporation

_____Health services

_____Meals

_____Employment assistance

_____Recreation and social activities

_____Financial aid

_____Senior center or club

_____Counseling

_____11. PLEASE INDICIATE ANY AREA IN WHICH YOU MIGHT BE INTERESTED IN RECEIVING SOME OCCUPATIONAL TRAINING FOR YOUR PRESENT JOB OR A FUTURE JOB YOU MIGHT DESIRE.

_____

_____

_____12. AS A STUDENT TODAY, WHICH ONE OF THE ITEMS BELOW SHOULD THE TEACHER DO TO GIVE YOU THE MOST HELP?

_____Make interesting presentations

_____Clearly state the purposes of his teaching

_____Provide for frequent class discussions

_____Use a great many films and media aids

_____Offer practical "hands on" experiences

_____1. HOW WOULD YOU RATE THE GENERAL APPEARANCE OF THE COLLEGE's BUILDINGS AND GROUNDS?

_____Excellent

_____Good

_____Fair

_____Poor

_____No opinion

_____2. WHAT IS YOUR FEELING AS TO WHERE THE BEST EDUCATIONAL OPPORTUNITIES ARE IN THE AREA, ARE THE BEST OPPORTUNITIES AVAILABLE FOR PEOPLE WHO:

_____Want college credits for a degree

_____Desire some form of occupational training

_____Desire basic skill training such as reading

_____Desire courses for their own interest and entertainment

_____Need training to improve their job qualifications and performance

_____3. IN YOUR OPINION, THE POOREST EDUCATIONAL OPPORTUNITIES IN THIS AREA, OR THE LEAST AVAILABLE, ARE THOSE FOR PEOPLE WHO:

_____Want college credits for a degree

_____Desire some form of occupational training

_____Desire basic skill training such as reading

_____Desire courses for their own interest and entertainment

_____Need training to improve their job qualifications and performance

___5. WHAT IS YOUR OPINION OF THE CONTRIBUTION CFCC HAS MADE TO THE CITRUS, LEVY, AND MARION COUNTY AREA?

CFCC HAS:

_____Significantly improved the area

_____Made some contribution to the area

_____Made no noticeable improvement which I have observed

_____In instances produced negative results

_____Been a detriment to the area

____6. IN GENERAL, WHAT WOULD YOUR OVER-ALL RATING FOR CFCC BE?

_____Excellent

_____Good

_____Average

_____Fair

_____Poor

SEX: _____Male _____Female

RACE: _____White American _____Black American _____Other

AGE: _____15 - 18 _____19 - 22

_____23 - 26 _____27 - 30

_____31 - 40 _____41 - 50

_____51 - 60 _____61+

RESIDENCE: _____Name of city or town in which you live

LENGTH OF RESIDENCE: How long have you lived in Citrus, Marion, or Levy Counties?

_____Less than 1 year

_____1 - 3 years

_____4 - 7 years

_____8 - 11 years

_____Over 11 years

INCOME LEVEL: What was the total amount of money received by you and the adult members of your immediate family where you live during 1976 (before deductions)?

_____Below $5,000 _____$10,001 - $15,000

_____$5,001 - $7,500 _____$15,001 - $25,000

_____$7,501 - $10,000 _____$25,001+

EDUCATION: How far have you gone in school?

_____8th grade or below

_____9th - 12th grade

_____Graduated from high school

_____Attended college or vocational school

_____Graduated from community or junior college

_____Graduated with bachelors degree or above

OCCUPATION: What is your job?

If you are dependent students, please list father's job.
If unemployed, please list:

_____

APPENDIX II

TABULATED RESULTS OF PILOT-TEST

The following survey was administered at random to 62 persons in Central Florida Community College's service district in an effort to 'pilot test' the questionnaire.

March 21, 1977

1) "Please give me the specific location of CFCC"?

57	Yes, specifically (Rt. No.)
1	Yes, generally (Ocala)
0	Uncertain
0	Incorrect location
2	Did not know
2	No response
62	TOTAL

2) "Does CFCC offer: 1-Yes, 2-No, 3-Not sure

Yes	No	Not Sure	No Response	
49	3	10	0	Academic Courses
51	2	9	0	Vocational Courses
53	1	8	0	Adult Education Courses
23	2	36	1	Courses for students who don't have a high school diploma
22	9	30	1	Library services to the general public
28	6	27	1	Job Placement services
34	5	22	1	Financial Aid for students
30	6	25	1	Recreational facilities for public use
18	7	36	1	Childcare services for enrolled students
38	5	18	1	Academic courses for high school students
20	7	34	1	TV Courses
42	5	13	2	Free cultural activities for the general public
408	58	268	10	TOTAL

3) "Where do you get most of your information about CFCC"?

14	Discussions with friends
6	Discussions with students
6	Local radio station
26	Local newspaper
11	Other (specify)_____
1	Undecided
0	No response
64	TOTAL

4) "Can CFCC best provide you with information about the College by:

7	Sending you a College Catalog
21	Putting your name on a mailing list to receive periodic newsletters
21	Publicizing more news articles in the local newspaper
11	Letting you talk with a counselor on campus
11	Presenting information over the radio or television?"
0	Undecided
4	other e.g. all of the above
2	No response
77	TOTAL

---

5) "Do you attend events at CFCC such as music concerts, plays, sports events, lectures...

5	Frequently
21	Occasionally
5	Almost never
29	Have never attended any event"
2	No response
62	TOTAL

---

6) "Have you ever attended or made use of any of the following at CFCC:

Yes	No	1-Yes 2-No
11	51	Library
22	40	Plays
17	45	Community Concerts
6	56	Community Band
7	55	Community Chorus
8	54	Tennis Courts
6	56	Handball/racquet courts
14	48	Lectures
8	54	Films
9	53	Meeting rooms
13	49	Adult Education Course
4	58	Vocational Course
8	54	College level course"
133	673	TOTAL

---

7) "If you (or your son/daughter) were planning to enroll in an educational program, would CFCC...

48	Be your first choice
3	Be your second choice
0	Be your third choice
3	Be a very unlikely choice
1	Not be considered under any circumstances."
0	Undecided
7	No response
62	TOTAL

8) "Have most of the opinions you have heard about the College been...

47	Positive
7	Neutral
2	Negative
5	Did not know
0	Undecided
1	No response
62	TOTAL

9) "Do you feel that the courses and programs CFCC is currently offering are meeting the needs of the people in the area?"

34	Definitely, Yes
18	For the most part, yes
0	For the most part, no
0	Definitely, No
10	No opinion
0	Undecided
62	TOTAL

10) "What do you feel is the most important reason that most students attend CFCC?

24	Low cost
41	Close to home
4	Good reputation
2	Small size of College
4	Specialized program
1	No opinion
6	Other (specify)" Location, social factors, not ready for University, Gov't Grants
0	Undecided
82	TOTAL

11) "How important would each of the following items be to you in deciding whether to take courses at CFCC?" 1-Important 2-Of little importance, 3-Undecided, 4-No opinion

1-Important	2-Of little importance	3-Undecided	4-No opinion	
42	14	3	3	Distance of travel to course
30	24	3	5	Amount of work required
48	6	5	3	Employer's encouragement to enroll
28	26	5	3	Friends are also enrolling
31	23	5	3	Length of program
35	23	2	2	Prestige of College
40	17	2	3	Availability of transportation
48	9	1	4	Offered during working hours
45	10	3	3	Offered after working hours
34	22	1	5	Availability of child care
47	12	1	2	Cost of tuition and books
53	5	2	2	Enjoyability of course
481	191	33	39	TOTAL

12) "If you or anyone in your household were to take a class at CFCC in the future, which of the following items would be preferred? 1-Yes, 2-No, 3-Undecided, 4-No opinion

Yes	No	Undecided	No opinion	
29	20	7	6	Classes during the daytime
37	17	5	3	Classes during the evening
17	37	4	4	Classes on Saturday
41	12	2	7	Vocational classes
42	15	1	4	Adult Education classes
37	17	3	5	College credit classes
19	32	4	7	TV classes
36	16	6	4	Arts/crafts type courses
35	10	8	9	Classes lasting 2-6 weeks
32	11	12	7	One or two day seminars
18	31	4	9	Correspondence courses
7	47	3	5	Courses by newspaper
34	19	3	6	Off-campus classes
45	10	0	7	College credit classes for high school seniors
46	10	1	5	Academic counseling
48	9	0	5	Job and career counseling
48	8	2	4	Job placement services"
571	321	65	97	TOTAL

13) "Please indicate any area in which you might be interested in receiving some occupational training."

Animal husbandry	Childcare	Librarian	Pre-medicine (4)
Art (2)	Computer programming	Make-up artist	Pre-veterinary(2)
Arts & crafts	Cosmetology	Nursing (4)	Real estate (2)
Astronomy	Dog grooming	Physical Education	Refigeration
Auto mechanics (2)	G.E.D	teacher	Retarded kids - Speech
Behavior science	General office work(2)	Physics	Sewing
Bookeeping (2)	German	Piano	Small engine repair
Business (9)	Health care	Plant nursery	Social work
Chemistry	Horticulture	Police work	Welding
		Pre-law	No response (6)

14) "In general, your over-all rating for CFCC would be...

26	Excellent
25	Good
6	Average
2	Fair
0	Poor
3	No opinion
0	Undecided
62	TOTAL

15) "How long have you lived in this area?"

2	Less than 1 year
12	1-4 years
21	5-10 years
27	over 10 years
0	No response
62	TOTAL

---

16) "What kind of work do you do?"

13	Professional and technical
7	manager/administrator (except farm)
0	Salesworker
3	Clerical worker
1	Craftsman/kindred worker
1	Operative
0	Non-farm laborer
7	Service worker
1	Farm worker
12	Housewife
5	Student
0	Unemployed
12	Retired
0	Other,_____
0	No response
62	TOTAL

---

17) "What was the highest grade you completed in school?"

6	8th grade or below
25	9th - 12th grade
4	Graduated from high school
12	Attended college or vocational school
2	Graduated from community or junior college
10	Graduated with bachelors degree or above
3	No response
63	TOTAL

---

18) (Interviewer, try to guess at age group and ask about that group) "Is your age between...

6	16-19
3	20-24
23	25-44
20	45-64
10	65 or over
0	No response
62	TOTAL

19) "Your race is...

60	White
2	Black
0	Other minority
0	No response
62	TOTAL

---

20) "And finally, is your family income... (Interviewer, try to guess and ask about the income group)

1	Below $5,000
2	$5,501 to $7,500
16	$7,501 to $10,000
24	$10,001 to $15,000
14	$15,001 to $25,000
2	$25,001 and over
2	Does not know
1	No response
62	TOTAL

---

21) Interviewer, what is the respondent's sex?

21	Male
41	Female
62	TOTAL

---

22) Interviewer, what is the city in which the respondent lives?

(1) Anthony	(32) Ocala
(5) Belleview	(1) Orange Springs
(2) Candler	(3) Salt Springs
(1) Citra	(4) Silver Springs
(3) Dunnellon	(2) Sparr
(1) Fairfield	(4) Weirsdale
(3) Ft. McCoy	(62) TOTAL

COMMENTS

1. "If this (survey) will help people in the future, that's good".
2. "This won't get me in any trouble will it"?
3. "My cousin attended - rather boring - could do with better teachers".
4. "Very good survey".
5. "Its good to find out what the public thinks".
6. "Very complete and good that this survey is being done. I feel that CFCC is on the right track".
7. "The college stresses to much on marks".
8. "I can't say enough good about CFCC".
9. "The questionnaire is pretty interesting".
10. "Good survey".
11. "CFCC's courses need more challenge".

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